

MODULE 5 CLASSROOM RESPONSE STRATEGIES AND ERROR CORRECTION

Early Childhood MBI Team
Training
Session 4

Putting Montana Students First **A⁺**

CLASSROOM RESPONSE STRATEGIES AND ERROR CORRECTION

Increase positive behavior by **consistently enforcing expectations**

Inconsistent enforcement of expectations leads to children becoming uncertain of expectations and whether they apply to them

PONDER THIS...

“The single **most commonly used** but *least effective* method for addressing undesirable behavior is to verbally scold and berate a student”

- How many times do I have to tell you to sit down?
- Didn't I just tell you to put that back where you found it?
- Why are you talking when I'm talking?

RESPONSE STRATEGIES & ERROR CORRECTION

Should be....

- Calm
- Consistent
- Brief
- Immediate
- Respectful

CLASSROOM CONTINUUM OF RESPONSE STRATEGIES

1. **Prompt** with a visual and/or verbal cue
2. **Redirect** by restating matrix behavior
3. **Reteach**—tell, show, practice, acknowledge
4. Provide a behavior **choice**—offer a range of alternates
5. Child check-in

PROMPT

Provide a verbal and/or visual prompt to child to help him/her participate or comply.

Point to the handrail and say

“Remember, you need to hold onto the handrail to be safe.”

REDIRECTING

When children are withdrawn or off task,
do not ignore them

Re-state the direction clearly, simply, and
pair with a model, gesture or visual cue

Shadow the child through the direction and
promote to success

Encourage attempts

RE-TEACH

- Use the model of teach, demonstrate, practice, and provide feedback.
- I do, we do, you do

“Remember, our rule is to use our walking feet. Let me show you what that looks like.
Now you try it.”

“Nice work using your walking feet!”

BEHAVIOR CHOICE

Provide choice between desired behavior and less desired behavior

“Thomas, you need to keep the sand in the trough, or you will need to choose a different center.”

“Calvin, you can sit in your chair by yourself, or I can help you.”

Give some wait time to make choice

CHILD CHECK-IN PROCEDURES

Positive, private, quiet voice

- Describe the behavior and how it does or does not meet the expectations
- Ask child what he/she was feeling when behavior occurred (provide support if needed)
- Ask child to share why he/she chose that behavior
- Discuss alternative solutions
- Practice and provide feedback

IF A PROBLEM BEHAVIOR PERSISTS OR ESCALATES...

After previous strategies are implemented, take some time to think

If the behavior is dangerous then

- Use classroom “safe spot”
- Support child in self-regulation
- Call parents
- Remember to focus on re-teaching

WHAT TO DO WHEN CHILD IS TRIGGERED

Keep yourself centered

Reflect what you are seeing

Cue child in use of calming/coping skills

Reinforce the use of calming/coping skills

After calm, then problem-solve